

The 2003 Linkage Excellence in Management & Leadership Series

# **Coaching for Behavioral Change: Developing Ourselves, Our People, and Our Team**

Featuring Marshall Goldsmith



Dear Participant:

Welcome to ***Coaching for Behavioral Change: Developing Ourselves, Our People, and Our Team***. This videotaped program is designed to bring to your organization the most effective methods, ideas, and tools around coaching for behavioral change.

Today's program features Marshall Goldsmith, who is widely recognized as one of the world's foremost authorities in helping leaders achieve positive, measurable change in behavior – for themselves, their people, and their teams. Specifically, the program is divided into four segments:

1. How to Help Successful People to Change
2. Developing Ourselves
3. Coaching for Behavioral Change
4. Team Building without Time-Wasting

Marshall Goldsmith has been described in: *The Wall Street Journal* as one of the top 10 executive educators, in *Forbes* as one of five top executive coaches, in the *Business Times* (of Asia) as one of 16 global thought leaders and in *Fast Company* as America's preeminent executive coach. Marshall's sixteen books include *Coaching for Leadership: How the World's Greatest Coaches Help Leaders Learn* and *Global Leadership: The Next Generation*.

These participant materials have been designed to complement the video presentation. Use them to record your notes, ideas, questions, and insights.

Marshall's research on behavioral change is very clear – change is an activity that requires more than passively watching a speaker. Simply *watching* today's program will not make you a better leader or a better coach.

Changing behavior – for yourself and others - requires the active engagement of your mind and spirit – the motivation and drive to reflect, apply, practice, experiment and follow-up. As Arnold Schwarzenegger so wisely said, "Nobody ever got muscles by watching *me* lift the weights! The concepts in taught in this session work! If you *apply* what you learn you will help both yourself and the people that you lead.

---

## About Linkage

Linkage, Inc. is a leading provider of leadership and management development training programs, services, and products. More than 100,000 executives and management professionals have attended a Linkage institute, conference, workshop, or corporate education program. Linkage also provides assessment, consulting, and research services to Fortune 500 companies and other leading organizations. Founded in 1988, Linkage is headquartered in Burlington, Massachusetts, with regional offices located in Atlanta, Brussels, London, Minneapolis, and San Francisco. In both 1997 and 1998, Linkage was honored as one of the “Inc. 500 Fastest Growing Private Companies in the United States.”

---

## **Table of Contents**

<b>SECTION 1</b>	<b>5</b>
<b>Video Broadcast Program Materials</b>	<b>5</b>
What You Will Learn	6
Introduction and Basic Premises	6
Pre-Broadcast Activities	6
Participant Materials	8
Post-Presentation Activities	24
<b>SECTION 2</b>	<b>25</b>
<b>Post Video Discussion—Notes</b>	<b>25</b>
Notes	26

**SECTION 1**

**Video Broadcast Program Materials**

## **What You Will Learn**

Participation in this program with Marshall Goldsmith will be your opportunity to learn the latest and most effective strategies for coaching, developing yourself, and gaining and using feedback for positive behavioral change to enhance your own success and the success of those around you.

## **Introduction and Basic Premises**

Marshall believes that coaching is one of the greatest challenges for the leaders of the future. He will explain how to create an environment that enables people to achieve lasting positive behavioral change in a short period of time. He will also describe the importance of feedback and provide tips on giving and receiving feedback effectively.

As leaders struggle to maintain effectiveness in the midst of continual change and an increasingly fast pace in today's business environment, they tend to use leadership models that they have observed or studied. Historically, leaders saw themselves as possessing all of the knowledge they needed. There was usually one best way to accomplish the tasks of the business. The leader's role in this environment was to tell his or her direct reports what to do and how to do it – the leader had the answers and knew best.

In today's environment, the leader is often not the person with the most advanced technological knowledge, nor can the leader solely have the holistic and diverse perspective needed to lead an organization in a global marketplace. Leaders (at all levels) will need to listen, learn, change and grow.

## **Pre-Broadcast Activities**

Become familiar with Marshall Goldsmith's accomplishments by reading the following biographical sketch:

Marshall's mission is to help successful leaders achieve a positive change in behavior: for themselves, their people and their teams. All of his professional practice revolves around this important mission. He is a Founding Director of the A4SL – The Alliance for Strategic Leadership – a consulting organization that includes over 200 top professionals in the field of leadership development. He is one of a select few consultants that have been asked to work with over 60 CEOs and their management teams. Along with his work in coaching, Marshall regularly teaches in executive education for high-potential leaders and executives in major corporations. Aside from his corporate work, he has completed substantial volunteer projects for human services organizations such as the Canadian, International and American Red Cross (where he was a national "volunteer of the year"). He served on the Board of the Peter Drucker Foundation for ten years.

Marshall cites Peter Drucker as an inspiration, "...Peter has said that he just wants to help people achieve their goals...his dedication to improving the social sector and making a difference for humanity has encouraged me to try to help the world in my own way."

Marshall cites Peter Drucker as an inspiration, "...Peter has said that he just wants to help people achieve their goals...his dedication to improving the social sector and making a difference for humanity has encouraged me to try to help the world in my own way."

Dr. Goldsmith holds a Ph.D. from UCLA and an MBA from Indiana University. He is on the executive education faculty at Dartmouth, Michigan and Oxford (UK) Universities.

Recent books co-authored or edited by Marshall Goldsmith include:

- Human Resources in the 21<sup>st</sup> Century (with Marc Effron and Bob Gandossy), Wiley, 2003
- Global Leadership: The Next Generation (with Cathy Greenberg, Alastair Robertson and Maya Hu-Chan), FT Prentice Hall, 2003
- Partnering: The New Face of Leadership (with Lorraine Segil and James Belasco), AMACOM, 2002
- The Many Facets of Leadership (with Vijay Govindarajan, Beverly Kaye and Al Vicere), FT Prentice Hall, 2002
- Leading for Innovation: and Organizing for Results (with Frances Hesselbein and Iain Somerville), Drucker Foundation – Jossey-Bass, 2001
- Coaching for Leadership: How the World's Greatest Coaches Help Leaders Learn (with Laurence Lyons and Alyssa Freas), Jossey-Bass, 2000.

## Participant Materials

### 1. How to Help Successful People to Change

There are a variety of reasons why successful people succeed. Some factors can be changed and some cannot. Every person does not have the *potential* to succeed in every activity. For example, a poor athlete may become better through practice. However, physical limitations may prohibit this person's chance of ever becoming a professional athlete.

Marshall's review of research focused on the *beliefs* that tend to differentiate more successful people from their peers. Successful people tend to have four underlying beliefs:

- I choose to succeed.
- I can succeed.
- I will succeed.
- I have succeeded.

*I choose to succeed* – Successful people believe that they are doing what they choose to do, because they choose to do it. They have a high need for self-determination.

- Change starts with a desire to improve (commitment ≠ compliance)
- But, the more we're committed to a path the harder it is to admit this path doesn't work

*Question:* What do you need to let go of?

---



---



---



---

*I can succeed* – Successful people believe that they have the internal capacity to make desirable things happen. This is the definition of self-efficacy – perhaps the most central belief shown to drive individual success.

- Successful people tend to be superstitious (correlation ≠ causality)
- Remember, if they do not care, do not waste your time!



*I will succeed* – An unflappable sense of optimism is one of the most important characteristics of successful people. They not only believe that they *can* achieve; they believe that they *will* achieve.

- Successful change depends on getting past the “overcommitment” syndrome. 30% of executives say they will change, but don’t.
- 70% of people change after feedback; 30% don’t—even though 98% say they are committed to change. Why? The dream that “In three weeks life will be less crazy—I’ll change then.”

*Questions:*

What is your version of this dream?

---



---



---

What are you willing to change now?

---



---



---

Think of someone you coach. What is that person willing to change?

---



---



---

*I have succeeded* – Successful people tend to have a positive interpretation of their past performance. High achievers not only believe that they have achieved results – they tend to believe that they were instrumental in helping the results get achieved.

- People overestimate their level of success
- We reject feedback that is inconsistent with our (probably inflated) self evaluations.

*Question:* What feedback do you feel is most difficult to accept?

---

---

---

---

Successful people's positive view of their performance can make it hard to hear constructive feedback from others. They often do not realize that they are successful "because of" some behaviors and "in spite of" others. One of the greatest mistakes of successful people is the assumption, "I am successful. I behave this way. Therefore, I must be successful *because* I behave this way!"

*Question:* What are the things that you are successful "in spite of your bad habits?"

---

---

---

---

## Resource

### How Successful People Change

Have the successful person receive feedback on important, *self-selected* behaviors as perceived by *important, self-selected raters*. Since successful people have a high need for self-determination, the ownership of the behavioral change process has to come from them.

The first reason that people deny the validity of behavioral feedback is “wrong behaviors.” The second reason is “wrong raters.” The more involved they are in determining their profile – what the desired behavior is, and selecting their raters, the more likely they are to buy-in to the validity of demonstrating this behavior.

Marshall, along with Bev Kay and Ken Shelton, recently asked over 50 great thought leaders and teachers to describe a time when they learned something that made a key difference in their lives. This led to the book, *Learning Journeys*. More than half of the respondents described a situation in which they had received feedback or a challenge from someone who they deeply respected. Interestingly enough, most agreed that the same message would not have had much impact if a different person had delivered it. This implies that the *source* of feedback and suggestions can be as important as the *content* of the feedback and suggestions. If successful people respect the source of information, they will be much more likely to learn and change.

Challenge the people you are coaching to work on *only* the behaviors that can make a real difference. Before beginning to work on changing behavior, speak with people you respect – make sure the behavioral change is relevant to the achievement of your organization's goals and mission.

Teach the successful person's colleagues to be helpful coaches – not cynics, critics or judges. Colleagues are much more likely to help if they feel that they are respected and that their advice is *requested*, as opposed to expected.

Our before-and-after research has taught us a great lesson – successful people will not change behavior because they go to a course. They will get better because of their own efforts and the efforts of their respected colleagues. By understanding the unique issues involved in helping successful people change, organizations can get a huge return on investment from their leadership development efforts. There is generally a normal distribution curve for most types of achievement. The marginal gain for helping a highly successful person move from the “top 5%” to the “top 1%” may be greater to the organization than the gain from helping the average performer move from the “top 50%” to the “top 20%.” This is especially true with high potential leaders who represent one of the greatest sources of value for the organization's future.

## 2. Developing Ourselves

Listen to Marshall's story about driving to the airport.

*Question:* When have you not listened to feedback from a close friend or associate? What was lost by not listening?

---

---

---

---

The first step in coaching for behavioral change is developing yourself. Developing yourself involves learning to lead the organization of the future – one with flatter, more interdependent structures and less reliance on formal authority. Leaders today must develop themselves continuously while developing their people and teams at the same time. Developing yourself requires learning what to do, as well as learning what to avoid.

One of the most powerful ways to develop and change your behavior is to encourage feedback. It is important to get this feedback from a variety of sources. Some organizations engage in carefully constructed 360-degree feedback processes that give leaders candid and anonymous feedback for their growth and development.

The critical factor in making the feedback effective for your personal development is how you deal with and respond to the information you receive. In this portion of the program Marshall will present a model for encouraging feedback and using the information you receive for constructive personal change.

Note the biggest derailer for highly driven individuals who are seeking to change: The need to “win” every conversation. This tendency can discourage feedback by making every suggestion into a debate.

*Question:* When are you most likely to “critique” unnecessarily?

---

---

---

---

### ***Steps of the Feedback Process***

*Ask* – Peter Drucker said that in organizations of the past, the role of the leader was to tell. In organizations today and of the future, the role of the leader is to ask for feedback. This is easy to say, but difficult to do. *It takes courage.* Ask your peers and employees, customers and suppliers, “How am I doing?” People need to feel that it is safe to be honest – that there will be no reprisals for their candidness. Choose an appropriate time and place to ask for feedback. Research tells us that people tend not to give candid personal feedback in a group situation.

*Listen* – Listen to what people are telling you. Attempt to listen without judging what the person is saying. *Listen without expressing your opinion or responding.* Inquire further to ascertain that you have an accurate view of what the person shared. Consider taking notes – writing down what the person says will help you reflect on the information later on.

*Think* – Before you respond be aware of your reaction – the thoughts you’ve begun forming. Most of us want to jump right in with our rationalizations, excuses, perspectives, or ideas. Consider and reflect upon the person’s perceptions of your leadership behavior. Work on developing your understanding of how others perceive your behavior and its impact – the intended and the unintended consequences on that person, other employees, and the work environment. Above all, do not “debate” the suggestions or comment on their merit!

*Thank* – This is a vitally important and often overlooked step in the feedback process. It’s critical to thank people for taking the time and giving their effort to provide you with feedback. Thanking people helps to validate their efforts and demonstrates your seriousness to the process.

*Respond* – In your response, be brief, concise and positive. Do not critique the feedback and always ask for suggestions to improve.

*Involve* – Ask for suggestions from others about what you can do differently. By soliciting suggestions from others you are demonstrating that their involvement in your change process is critical.

*Change* – People can and do change. Choose one or two behaviors to focus on in developing your action plan. Identify concrete, observable actions to do differently. Monitor how well you are doing by keeping track of what you committed to change.

*Follow-up* – This step is the most critical one. Follow-up demonstrates that you are truly committed to changing your behavior. Marshall suggests that you say to people, “You know that I am working on being a better listener. How am I doing? If you had any suggestions for me, what would they be?”

On the following page see the table on Do’s and Don’ts for Encouraging Development.

***Behavioral Coaching: Do's and Don'ts for Encouraging Development***

Do Not	Do
<b>Step 1. ASK</b>	
<ul style="list-style-type: none"> <li>• Wait for a "better time" to ask</li> <li>• Come across as skeptical or doubtful</li> <li>• Put yourself down</li> </ul>	<ul style="list-style-type: none"> <li>• Be concise</li> <li>• Be specific and clear</li> <li>• Be positive</li> </ul>
<b>Step 2. LISTEN</b>	
<ul style="list-style-type: none"> <li>• Use "No," "But," or "However"</li> <li>• Make excuses</li> <li>• Exhibit impatience or anger</li> </ul>	<ul style="list-style-type: none"> <li>• Pay undivided attention</li> <li>• Capture what is being said</li> <li>• Clarify what you have heard</li> </ul>
<b>Step 3. THINK</b>	
<ul style="list-style-type: none"> <li>• Engage in "delusional" thinking</li> <li>• Prove the feedback is wrong</li> <li>• Validate "this is just the way I am"</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the benefits of changing</li> <li>• Assess costs of the current behavior</li> <li>• Decide if it is worth it to change</li> </ul>
<b>Step 4. THANK</b>	
<ul style="list-style-type: none"> <li>• Use a dejected tone</li> <li>• Act artificial</li> <li>• Be insincere</li> </ul>	<ul style="list-style-type: none"> <li>• Say "Thank You" quickly</li> <li>• Use their first name</li> <li>• Be genuine</li> </ul>
<b>Step 5. RESPOND</b>	
<ul style="list-style-type: none"> <li>• Critique the feedback/suggestion</li> <li>• Respond to too many things</li> <li>• Over-commit</li> </ul>	<ul style="list-style-type: none"> <li>• Be brief and focused</li> <li>• Be positive</li> <li>• FeedForward (ask for suggestions)</li> </ul>
<b>Step 6. INVOLVE</b>	
<ul style="list-style-type: none"> <li>• Stick with your fan club</li> <li>• Expect instant help</li> <li>• Take up too much of their time</li> </ul>	<ul style="list-style-type: none"> <li>• Include as many as you can</li> <li>• Keep the process upbeat</li> <li>• Vary involvement as needed</li> </ul>
<b>Step 7. CHANGE</b>	
<ul style="list-style-type: none"> <li>• Procrastinate</li> <li>• Give into "feeling like a phony"</li> <li>• Expect instant success</li> </ul>	<ul style="list-style-type: none"> <li>• Break the elastic limit</li> <li>• Maintain momentum</li> <li>• Make change visible</li> </ul>
<b>Step 8. FOLLOW-UP</b>	
<ul style="list-style-type: none"> <li>• Dwell on the past</li> <li>• Brag, gloat, or show off</li> <li>• Become complacent</li> </ul>	<ul style="list-style-type: none"> <li>• Check your ego at the door</li> <li>• Politely push for specifics</li> <li>• Reinforce the p</li> </ul>

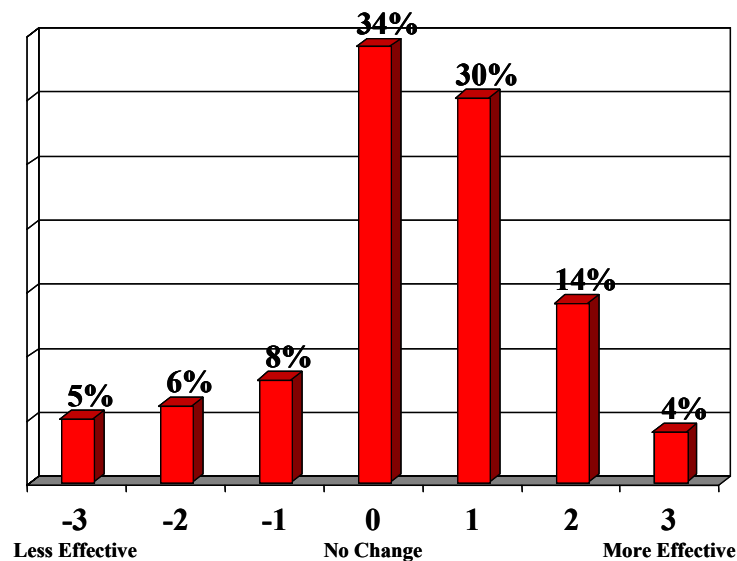
### ***The Impact of Feedback and Follow-up on Leadership Effectiveness***

Marshall designed a study to look at the impact of follow-up on leadership effectiveness. In this study co-workers of participants were asked:

- Did this person become a more effective leader?
- Did this person initially respond concerning her/his feedback?
- How frequently did this person follow-up concerning her/his progress?

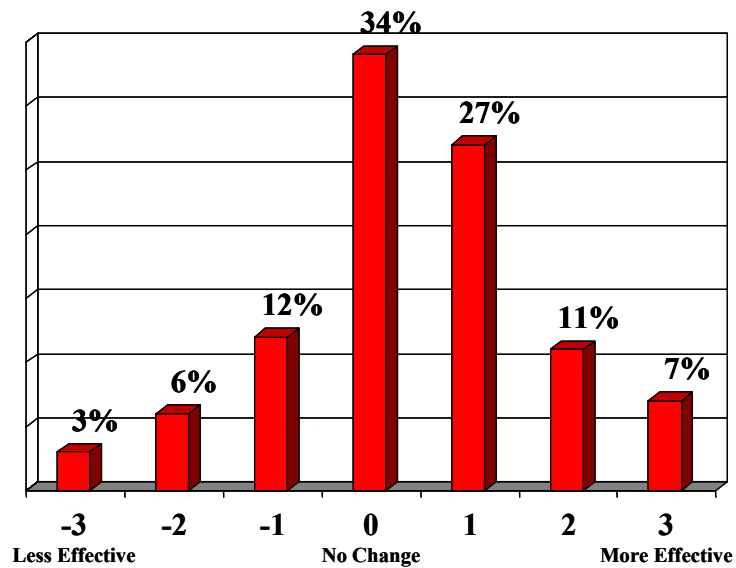
The results follow:

Leaders who were seen as *not responding to feedback* and *not following-up* were perceived as only slightly more effective than they had been 18 months earlier. While 48% were rated as more effective, more than half were rated as unchanged or less effective. This statistic is similar to what you would see by random chance – “the attendance award.”



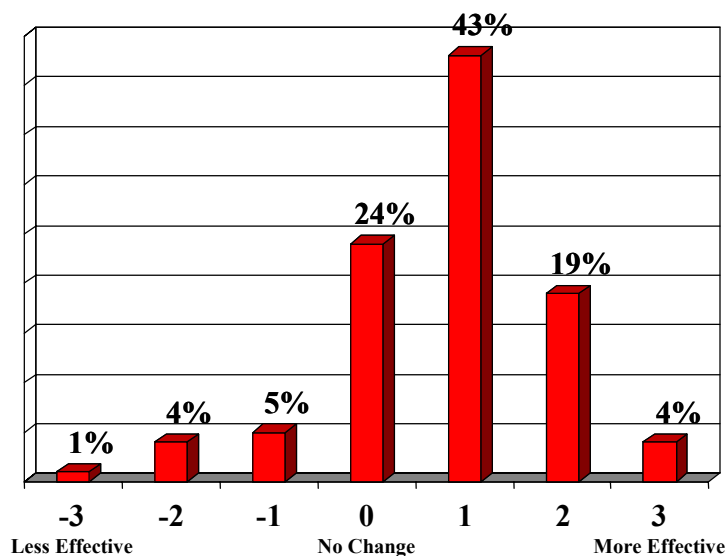
**Table 1: Did Not Respond, and Did No Follow-Up**

Leaders who were seen as *responding* but doing *no follow-up* were perceived as no more effective than managers who did not respond at all. In fact, this group had the highest percentage of leaders who were perceived as getting worse. Raising expectations without producing results engenders dissatisfaction and decreased respect.



**Table 2: Responded, But Did No Follow-Up**

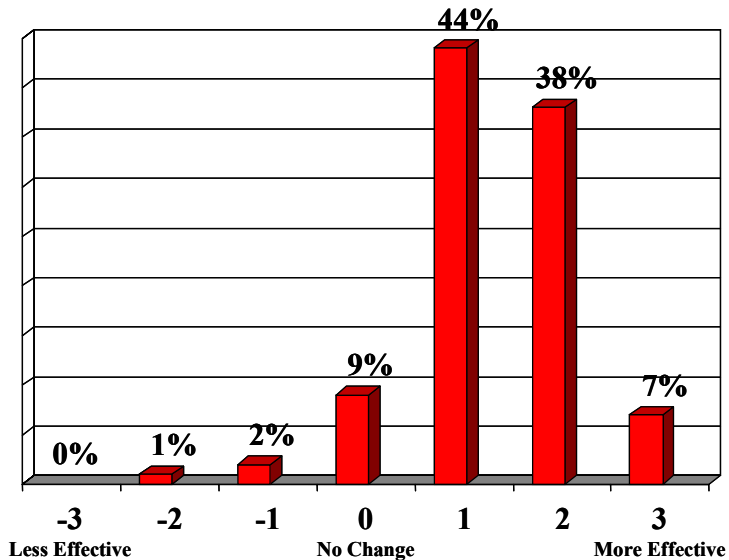
Even a *little follow-up* has a positive impact. Approximately two-thirds of the leaders in this group were viewed as more effective. One third were rated as unchanged or less effective.



**Table 3: Responded, and Did Little Follow-Up**

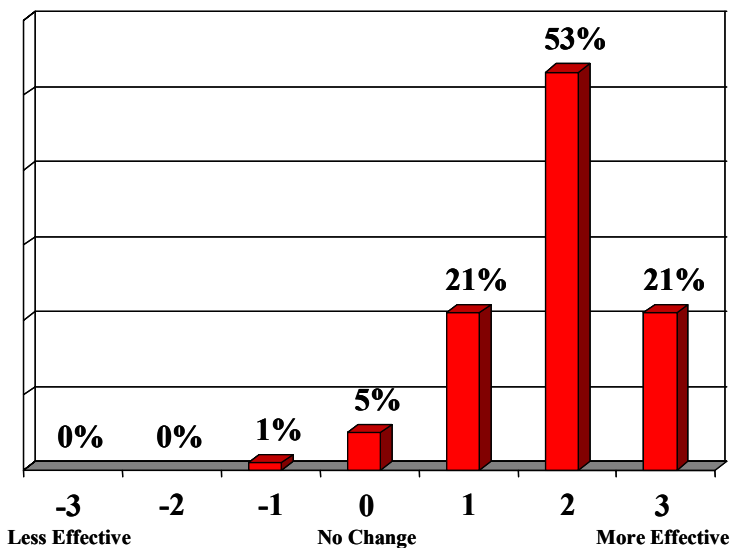


Leaders who did *some follow-up* experienced another positive shift in scores with 89% rated as more effective. Almost half of the leaders in this group were rated in the highest two categories and almost none were seen as less effective.



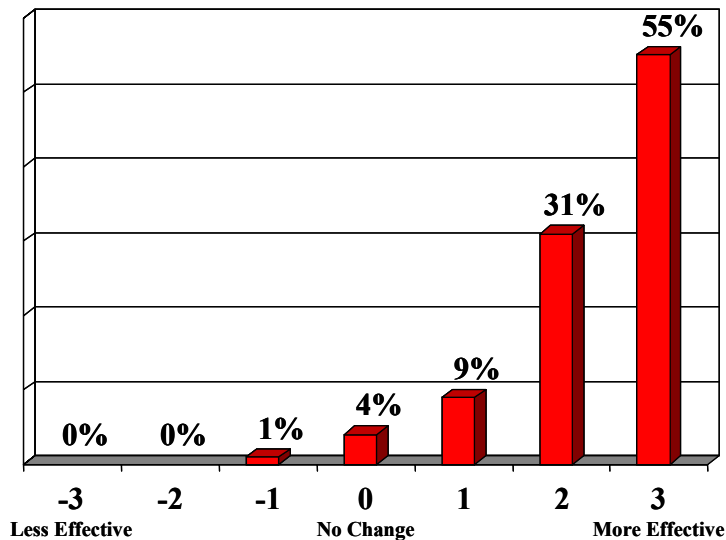
**Table 4: Responded, and Did Some Follow-Up**

Leaders who engaged in *frequent follow-up* were almost invariably perceived as more effective. This group showed a major increase in the positive categories, as well as three times more leaders in the highest category.



**Table 5: Responded, and Did Request Follow-Up**

This table shows the dramatic positive impact of *consistent or periodic follow-up*. More than half of the leaders are rated in the highest possible category while 86% are rated either +2 or +3.



**Table 6: Responded, and Did Consistent/Periodic Follow-Up**

**Follow-up works!** Many leadership development efforts focus primarily on the front-side of the development process. They do not focus equal efforts on the backside of the effort – the on-going application of what is being learned. This study shows that what leaders do when they return to their jobs is the most meaningful to employees. It reinforces that critical organizational change efforts must be ongoing rather than dependent on quick fix programs. Significant development efforts should be devoted to supporting leaders to do the critical follow-up and feedback activities that support positive change.

### ***Feedback and Gender Differences***

Research suggests that there is good news and bad news for men and for women.

**For women:** The good news is that on average, 360-degree feedback ratings are higher for women than for men. The bad news: women tend to struggle more with perfectionism. To overcome this tendency it is important to realize that you cannot be everything to everyone all of the time. The key behavior for a perfectionist to cultivate is “letting go” of the need to be perfect, one moment at a time. One message that Marshall tends to give women more than men is “Don’t be so hard on yourself!”

**For men:** The bad news for men is that they are rated lower than are women in 360-degree reviews. The good news for men: men have less guilt. Men

are less likely to “beat themselves up” over mistakes and have an easier time “letting go” of the past.

### **3. Coaching for Behavioral Change**

In a recent study of leadership effectiveness, employees rated their manager’s ability to “effectively deal with individuals whose behavior undermines teamwork” last in 92 elements of effective leadership.

If everyone acknowledges this challenge, why is it so difficult for leaders to give this kind of feedback? One reason is that leaders, like most people, want to be liked. Leaders are often afraid that confronting people about their behavioral shortcomings will cause them to be disliked. Research shows, however, that people highly value honest feedback whether or not the feedback itself is positive.

#### ***Behavioral Coaching: Feed Forward Exercise***

Feed Forward is a simple process that is easy and fun to do. It involves the following steps:

- Choose a specific behavior you would like to change or improve
- Find a partner and briefly state the nature of the change you want to make
- Ask for suggestions
- Listen and take notes as your partner gives you a few suggestions
- Say “Thank you”
- Reverse roles – the person giving feedback now seeks it
- Find a new partner and repeat the process

*Each conversation should last no more than 3 minutes.* Try to have as many conversations as you can in the time allowed, by being efficient and giving only your one or two best suggestions to each partner.

#### ***Behavioral Coaching: Steps in the Process***

**Step 1:** Identify the desired attributes for the person that you are coaching

Identify the behavioral characteristics of a successful leader in that particular position. Note that sometimes it can be important to involve that person’s manager in the discussion. Secure agreement from the person to be coached that these are the important behaviors. This agreement will help in getting commitment from the person for the coaching process.

**Step 2:** Determine who can provide meaningful feedback

Key stakeholders can include peers, direct reports, customers, suppliers or members of the senior management team. Strive for a balanced mix – the person being coached must feel that these people will provide appropriate input.

**Step 3:** Collect feedback

Getting anonymous, written assessment information compiled by an outside source and given directly to the leader being coached is usually the best method for gathering and presenting this information.

**Step 4:** Analyze the results

Talk with the leader about her/his feedback results. Focus on discussing the leader's key strengths and areas for development.

**Step 5:** Develop an action plan

The most helpful and appreciated outcome of the assessment process is receiving specific ideas and strategies. Develop alternatives for the leader to consider rather than presenting mandates. Help the leader focus on one or two key behaviors to develop and a few action steps to improve each. The difficult part is doing what was suggested.

**Step 6:** Have the leader respond to key stakeholders

The leader being assessed should talk with each of the key stakeholders who provided feedback. She/he should be encouraged to collect additional suggestions on how to improve in the key areas targeted for improvement.

**Step 7:** Develop an ongoing follow-up and mini-survey process

Within three or four months conduct a two-to-six item survey with the original assessment team. Ask whether the leader has become more or less effective in the areas targeted for improvement.

**Step 8:** Review the results and start again

If the leader has taken the process seriously, stakeholders almost invariably report improvement. Build on that success by repeating the process quarterly for the next 12 to 18 months. This type of follow-up assures continued progress and uncovers other areas for improvement.

Carrying out this process takes commitment and discipline. Simply by analyzing perceptions of others you will be able to change your relationship with that person. Leaders who want to improve, who talk to people about ways to improve, who solicit feedback, and who conduct rigorous follow-up almost always improve. As their self-confidence grows they keep getting better, becoming more credible and positive role models.

### ***When Behavioral Coaching Will Not Work***

While the process of behavioral coaching can be a powerful tool to change behavior, it will not always be effective or appropriate. Ask yourself if any of the following conditions exist:

- Lack of sincere effort
- “Written off” by the organization
- Technical, functional or strategic issues
- Organization is going in the wrong direction
- Integrity issues

### ***When Behavioral Coaching Will Work***

- The performance issue is behavioral
- The person is motivated to change
- She/he is given a fair chance

### ***Coaching in Context: What is Really Important?***

What advice would you give yourself about who you want to be, and how you want to live and teach?

---

---

---

---

---

---

---

---

---

#### 4) Team Building Without Time Wasting

Working in teams—project teams, cross-functional teams, virtual teams – continues to be a critical way of working. Leaders find themselves as both members and leaders of all kinds of teams. Many of today's leaders are faced with the dilemma of having to build effective teams quickly.

The research reviewed in this program shows how focused feedback and follow-up can increase leadership effectiveness. A similar approach to team building has been shown to help leaders build teamwork without wasting time.

To successfully implement the following team building process, the leader will need to assume the role of coach or facilitator, fighting the urge to be the “boss” of the project. Greater improvement in teamwork will generally occur if the team members develop their own behavioral change strategy rather than having the leader develop and impose the strategy on the team.

##### ***The Team Building Process***

*Assessing where we are vs. where we want to be.* Ask team members to record their confidential answers to two questions (on a scale of 1-10, with 10 being ideal):

***How well are we doing in terms of working together as a team?***

***How well do we need to be doing in terms of working together as a team?***

*Choosing team-wide behaviors for change.* Work with the team to choose and prioritize behaviors that they believe the *team* needs to change to be more effective.

*Choose individual behaviors to change.* Have each team member review his or her list of suggested individual behavioral changes and choose the two that seem most important. Have each member announce the behavioral change they chose.

*Follow-up.* Encourage each team member to get a progress report from every other team member. Ask team members to report on their effectiveness in demonstrating the key behaviors common to all team members as well as the two key personal behaviors. Make specific suggestions for improvement in areas where behavior does not match expectations.

*Use the team mini-survey.* Conduct a survey follow-up process in three to four months. In this process, each team member will receive confidential feedback from every other team member regarding his or her perceived change in team effectiveness.

Team Items	Less Effective			No Change			More Effective	
1. Clarifies roles and expectations with fellow team members	-3	-2	-1	0	1	2	3	
2. Supports the final decision of the team (even if it was not his/her original ideas)	-3	-2	-1	0	1	2	3	
Individual Items	Less Effective			No Change			More Effective	
1. Genuinely listens to others	-3	-2	-1	0	1	2	3	
2. Strives to see the value of differing opinions	-3	-2	-1	0	1	2	3	

*Discuss the result and re-start the process.* Summarize the results and review them with the team. Facilitate a discussion on how the team as a whole is doing in increasing its effectiveness. Encourage the team to keep focused on their efforts. Conduct a summary session with the team one year after the process starts. Again, ask the team members to rate their effectiveness on **where we are** vs. **where we need to be**. Compare these ratings with the original results. Recognize individual and team efforts and discuss next steps.

## Post-Presentation Activities

Marshall suggests that the first step to convincing others of your commitment to change is to sincerely believe in those commitments yourself. The power of engaging in active follow-up improves behavior and perceptions of leadership effectiveness.

The processes reviewed in this program work because they are highly focused, include feedback and follow-up, do not waste time, and cause leaders to focus on self-improvement. The processes also work because they provide *ongoing* feedback and reinforcement. Most processes provide participants with feedback every 12 months. Any research on behavioral change will show that feedback and reinforcement for new behavior needs to occur much more frequently.

Your facilitator may lead you through a Feed Forward process and a development planning exercise in order to help you to identify next steps for yourself in the context of your own development.

In addition to this exercise, you might consider making use of the following resources as you plan your next steps:

- Read the article, “Helping Successful People Change: A Key Challenge in Leading for Innovation,” which is included in your participant materials.
- Engage in a 360 feedback process for yourself to identify your key strengths and critical areas for behavioral improvement.
- Use behavioral coaching with one of your direct reports using Marshall’s process.
- Implement the team building process that Marshall presented with a team you are currently leading, or with a new team you will be leading.
- Take the *Essential Coach Assessment Instrument* as a self-assessment or a 360-degree assessment (available from Linkage, Inc.).



**SECTION 2**

**Post Video Discussion—Notes**

**Notes**